

The Court as Exemplar: The Ideal as regards Critical Reintegration (With applications for Education in general, and Language studies in specific)

Consider the process and procedure of an English Ideal-based court, serving as analogy for the understood methodology for critical reintegration of information.

In a court, the evidence is presented ‘on the floor’; a metaphysical representation of testing – ‘trying’ – the evidence. It is the central position of the courtroom; arranged in an equilateral triangle are: the Prosecution and Defense, (before the evidence), and the Judge, (who is behind the evidence that this position has already verified as admissible under the Law). Each party thus receives a perspective of approximately half of the evidence, with overlap for points of direct comparison.

The Prosecution and Defense, each first having processed the evidence at the level of the ‘idea’ (IV-level) before-hand, are prescribed to maintain III-level, ‘productive’, active cognition; they are to ‘-ide’ that which they believe ‘is’, and thus argue the respective ‘is-ide’, or side.

Should you be either unwilling or unable to -ide on your own behalf, an attorney will be appointed to -ide for you.

The position of the Judge, oathbound to operate at least at the level of ‘idea’, and to reach for the Ideal, is therefore integrating at least four concepts simultaneously; that of the Prosecution, that of the Defense, that of the Law, and that of the ‘reflections’. The reflective examination is that of the interaction between court as a whole; i.e., the reaction of jury/gallery, etc. to stated truths about the evidence presented in full view of all upon the floor of the ‘laboratory’ safely set aside for just such an examination.

The evidence of chaos is thus ‘picked apart’ by parties operating under different disciplines, and is reintegrated into order.

This is why a Judge is required to be a Doctor, (specifically, one versed in the Philosophy of that which juri- [growing duration] has proven -prudent); when the doc- -t[hus produces]- ‘or’s, the doing of the ‘or’ results in: the output of urges [Or-(the intention)] + does [-d-(the tension)] + [-er (the extension)] create elaborated (en-labor-ated) urges.

So, C (constructed input/output) becomes E (elaborated construction/constriction), and the malefactor is thus ‘taught a lesson’.

The disintegration process [“attack”] we have (and have had) ‘down pat’ for some time now; it is in the reintegration process [“attach”] we are still struggling with. We do, in word and deed, wish for that which changes us – K – to become something we can endure – H.